DOCUMENT RESUME

ED 105 505 CS 202 034

TITLE	Advanced Vocabulary I. Language Arts Mini-Course.
INSTITUTION	Lampeter-Strasburg School District, Pa.
PUB DATE	73
NOTE	9p.; See related documents CS202024-35; Product of Lampeter-Strasburg High School
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Class Activities; Course Objectives; *Curriculum Guides; English Instruction; Instructional Materials; *Language Arts; Secondary Education; *Short Courses; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS	Minicourses

ABSTRACT

This language arts minicourse guide for Lampeter-Strasburg (Pennsylvania) High School contains a topical outline for an advanced vocabulary course. The guide includes a list of nine course objectives; an outline of the content and concepts covered in the course; a description of the history of the English language and the elements from which language is used to shape thinking; the presentation of class activities which are intended to increase students' vocabulary skills; and a suggested textbook for the course. The guide concludes with a supplementary bibliography for the teacher. (RB)

ED105505

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Language Arts Mini-Course

ADVANCED VOCABULARY I

Lampeter-Strasburg High School

Lampeter, Pennsylvania

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Lampeter-Strasburg High School
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

1973

CS 202 034

ADVANCED VOCABULARY

OBJECTIVES:

1. To stimulate the student's development of a thirst for words.
2. To understand the significance of words, what they are and what they can do.
3. To recognize special characteristics of words so that the student will be able to choose the right words to express his ideas and opinions.
4. To gain facility in the use of our native tongue by studying the history of the English language and by becoming familiar with how words are formed, developed and changed.
5. To study word structure including roots, prefixes and suffixes.
6. To study word meanings and to realize the necessity of using the right word.
7. To achieve accuracy in spelling.
8. To be able to use the dictionary proficiently.
9. To increase the storehouse of words in a student's vocabulary.

OUTLINE:

I. WHAT IS LANGUAGE?

- A. How words change our lives and our way of thinking
- B. The value of communication
- C. What can we tell about a person by the language he uses?

II. SYMBOLS

- A. Non-verbal symbols
- B. The alphabet
  1. A short history of its evolvement
  2. Alphabet used in English language
- C. Words
  1. What's in a word?
  2. What a word is not.

III. HISTORY OF THE ENGLISH LANGUAGE

A. Pre-English

B. Old English

C. Middle English

D. Modern English

E. Americanisms

IV. WORD FORMATION

A. Created

B. Onomatopoetic

C. Derived

D. Compounded

E. Borrowed

V. USING THE DICTIONARY - (Filmstrip: L-S Library - #L.E. 5 & 6, "The Dictionary - Part I & II)

A. The main entry word

B. Pronunciation

C. Part-of-speech labels

D. Inflected forms

E. Etymology

F. Definitions

G. Usage labels and notes

H. Idiomatic phrases

I. Synonyms

1. Thesaurus

a. Antonyms

VI. USAGE

A. Correct pronunciations

B. Accurate spelling

C. Connotation and denotation

D. Context

VII. THE POWER OF WORDS TO SHAPE OUR THINKING

A. Language and our place in society

1. Language and politics
2. Language and race
3. Language and advertising

B. The way we talk about ourselves

VIII. REVIEW AND TEST

CONTENT:

I. WHAT IS LANGUAGE?

A. The language that makes us human

1. Read to class a portion of Helen Keller's story, specifically, the part where Anne Sullivan breaks through to Helen's awareness.
2. Film from Intermediate Unit 13, "Helen Keller" (Number 2-5832)
3. How would it feel to be wordless?

a. How do we learn a language?
b. Why study language?

B. New words create new consciousness

1. Discuss the experiences students may have had and times when they may have said, "I never thought about it that way before, but that's true!

a. Seeing what was not seen before
b. Solving situations that are baffling

2. Thinking made possible by language
3. Three vocabularies

a. Reading
b. Writing
c. Speaking

C. Ideas and feelings for which there are no words

1. Such as a word to describe the wonderful quality of being a good sport
2. The quality of making the best of things when everything goes wrong

D. Words for which there are many ideas and feelings

1. Such as "love"
2. "Truth"

II. HOW WORDS CAN CHANGE OUR LIVES

A. "The difference between the right word and almost the right word is the difference between lightning and the lightning bug."

1. "Mokasatsu"
2. Shades of meaning

B. Words descriptive of manner

1. Positive
2. Negative

C. S. I. Hayakawa, "How Words Change Our Lives," The Language of Man, 6. (Check teacher's guide for activities)

D. Text: "Cops Take the Sting Out of the term, "Pig"

E. Text: "Justice Department Bans Words "Mafia" and "Cosa Nostra."

F. What is "communication?"

1. Experiment: one-way and two-way communication
2. Expressing our thoughts in words

G. What can we tell about a person by his words?

1. True - false quiz
2. Filmstrip, "By Their Speech Ye Shall Know Them." L-S Library, Number FS-13.
3. Man-on-the-street interviews

a. Furnish one or more small groups of students with a tape recorder. Arrange for them to conduct spontaneous interviews with passers-by at a nearby shopping center or public area. (Group or entire class may choose own subject matter) When groups bring completed tapes back, class listens, first, merely for content. Select three or four interviews to listen to a second time. Ask class to piece together information about the individual expressing opinions. (Students who conducted interview will have noted characteristics of participants; remain silent while class tries to identify interviewer's age, sex, level of education, occupation, and probable social status) Students reach their conclusions "by the way they spoke," "by what they said," "by the words they used."

1. Discuss word choice, stress, pitch
2. Speech that reveals personality, background, biases

4. Record: "Our Changing Language" Side 2(if available)

a. Regional dialects
b. Word meanings

III. SYMBOLS

A. Non-verbal symbols

1. Pictures, signs, clocks, musical notation, mathematical symbols

B. Text: S.I. Hayakawa, "Symbols"

1. The alphabet

a. From cave drawings to modern alphabet
b. Og, 26 Letters

2. Symbols and signs

C. Words as symbols: filmstrip, "Fun With New Words." L-S Library, Number FS-13

IV. HISTORY OF THE ENGLISH LANGUAGE

A. Pre-English: Mario Pei, "Theories of Language Beginning"

B. Old English: Film: Intermediate Unit 13, "The English Language: Story of Its Development" MP-1-0800

C. Middle English

D. Modern English

1. Americanisms
2. Text: Albert H. Marckwardt, "American English"

E. Record: "Our Changing Language" Side 1 (If available)

V. WORD FORMATION

A. Created words

B. Onomatopoetic: "Sounds like..."

C. Derived

1. From places
2. From people's names
3. Acronyms

D. Compounded

E. Borrowed

F. Roots, prefixes and suffixes: Film from Intermediate Unit 13, "Word Building in Our Language" MP1-2947

VI. USING THE DICTIONARY

A. The main entry word

B. Pronunciation key

C. Part-of-speech labels

D. Inflected forms

E. Etymology: Transparencies, English 6: "Introduction to Etymology."

F. Definitions

G. Usage labels and notes

H. Idiomatic phrases

1. Interesting stories on origins

a. Funk, Charles - Heavens to Betsy
b. Funk, Charles - A Hog On Ice

2. Usage

I. Synonyms

1. The Thesaurus
2. Antonyms

VII. USAGE

A. Accurate spelling, correct pronunciations

B. Connotation and denotation

1. Words that create misunderstanding
2. Words that mean what they say

C. Context

1. Common experience
2. Filmstrip, "The Right Word in the Right Place." L-S Library, number FS-47

VIII. THE POWER OF WORDS TO SHAPE OUR THINKING

A. Words can be tools to

1. Persuade
2. Refute
3. Justify
4. Create
5. Destroy
6. Pave way to understanding

B. Language and our place in society

1. Text: Language and Politics

2. Text: Language and Race

3. Text: Language and Advertising

IX. REVIEW AND TEST

ACTIVITIES:

1. Each student is to keep a personal notebook and add one new word per day to it. Teacher will check notebooks from time to time and orally quiz student on their personal word lists.

2. Five words will be given in class daily for a total of twenty per week. Students will be given a written quiz each Friday on the week's words.

3. Students will write an expanded definition of a word important to them, i.e. "love" "beauty" "honesty" etc...

4. Students will role-play several loaded words.

5. A variety of word games should be provided to motivate students.

6. Students may wish to trace etymology of their own names.

MATERIALS:

I. Suggested Text

A. The Language of Man 6 McDougal, Little & Company Soft-cover ed. - $2.58

II. Supplementary bibliography for teachers

A. Funk, Charles Earle, Heavens to Betsy (Warner Paperback library, 1972)
B. Funk, Charles Earle, A Hog on Ice (Warner Paperback library, 1972)
C. Funk, Dr. Wilfred, 30 Days to a More Powerful Vocabulary
D. Geist, Robert J., A Short History of English (Macmillan Series, 1970)
E. Hogan, Elizabeth R., The Power of Words in Your Life
F. Hook, J. N., The Story of American English (Harcourt, Brace Jovanovick, 1972)
G. Laird, Charlton, The Miracle of Language
H. Record: "Vocabulary Development Program, Vol. III" Scott, Foresman and Company (L-S English department)
I. Nurnberg, Maxwell and Morris Rosenblum, All About Words